

Syllabus

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College of Education

Division of Education

SEP 14 1984

EDUC 810C: Educational Research (3 credit hours)

COLLEGE OF EDUCATION
SRI

Professor:

Melvyn N. Freed, Ph.D.

Office Telephone Number: 534-5000 ext. 2188)

Office Hours: Wed. p.m.; Thurs.

Trimester:

Fall, 1984 (Block I)

Sessions:

Thursdays, August 30 through December 6, 1984 7:30 p.m.
until 10:20 p.m.

Description:

Covers planning, conducting and evaluating educational research. Emphasizes proper use of research in classroom settings to develop solution to problems. Includes use of library publications, analysis of research writings, steps in the research process, research tools and research techniques.

Prerequisites:

Prior competence with basic educational statistics is recommended.

Intended

Students:

Students registered in one of the graduate programs in education.

Expected

Student

Outcomes:

- (1) Develop an understanding and an appreciation for the role of research in the educational process and its value to the classroom teacher and school administrator.
- (2) Know the ethical and professional responsibilities of the researcher in the educational setting.
- (3) Be able to recognize and conduct properly organized research in education.
- (4) Learn analytical skills and criteria for reading and understanding educational research studies.
- (5) Be knowledgeable of the major publications which are used to identify related research and which provide data for current educational research.
- (6) Know the types of research that is used in the educational milieu.
- (7) Become knowledgeable of the steps in the educational research process and demonstrate an operational understanding of each.
- (8) Know selected types of research tools such as statistics, questionnaires, interviewing techniques, etc.

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Instructional
Modality:

This course will be taught as a lecture-discussion with laboratory experiences used regarding library research and development of the various steps in the research process.

Texts:

- (1) Tuckman, Bruce W. Conducting Educational Research (2nd ed.), New York: Harcourt, Brace, Jovanovich, Inc. 1978.

Topical
Outline:

- (1) An overview of educational research with emphasis on its definition, characteristics, context system, and ethical responsibilities.
- (2) Types of research in education
 - (A) Historical
 - (B) Descriptive
 - (C) Experimental
- (3) Identifying and formulating a research problem.
- (4) Developing a research hypothesis
- (5) Identifying sources for reviewing the literature.
- (6) Criteria used for evaluating research materials.
- (7) Identifying and defining variables.
- (8) Techniques for manipulating and controlling variables.
- (9) Types of commonly used experimental research designs.
- (10) Sampling techniques and guidelines
- (11) Questionnaires and interviewing
- (12) Basic educational statistics: an overview of fundamental concepts and tools

(For more information, see "Expanded Topical Outline".)

Evaluation:

This is a graded course with grade options ranging from A to F. "Incomplete grades" are assigned at the option of the professor. Students are expected to do graduate level work (More information is provided under "Evaluation Mechanisms".)

Expanded
Topical
Outline:

The section on "types of research in education" will embrace a review of each type with guidelines on how to conduct it. Principles, criteria, "do's and don't's" will be discussed. The purpose will be to expand the student's operating research inventory so he/she will be prepared to meet the diversified circumstances which are extant in the field.

Topic 3 through 9 will focus on developing the skills to implement each of these steps in the research process. This will be achieved in a variety of ways. There will be lecture and discussion of each topic. Additionally, students will be exposed to examples that will be analyzed. They will then have an opportunity to develop their own research problems, hypotheses, etc. Also, research studies will be critiqued in group sessions during class that will provide further practical experience.

In re the identification and use of library materials, there will be at least one visit to the GSU library for a guided introduction to its materials. Students will have opportunity for hands-on use of the library's research publications.

To provide experiential opportunities for attaining the foregoing objectives and to gain knowledge of the topics cited above, each student is expected to perform the following requirements:

- (1) Read the textbook, statistical formulae need not be memorized. Chapters 8, 11, 13, and 14 are not required reading.
- (2) Prepare an annotated bibliography for the list of publications that will be distributed. Add two more titles to this list from research publications in your specific field of interest. Your annotations should follow this format:

Title:

Author/editor/publisher:(whichever is applicable.)

Publication Schedule:

Purpose:

Structure: (How organized?)

Content:

Your report should be arranged in the same sequence as the bibliography from Dr. Freed.

Project due: October 4, 1984

- (3) Select two educational research articles from professional journals and prepare concise (maximum two pages, each) critiques. Use the following format:

- (a) Name of authors, title of study, name of journal, volume number, date, page number.
- (b) Statement of the research problem.
- (c) Hypothesis that was studied.
- (d) Delimitations of the study.
- (e) Operating assumptions
- (f) Variables studied
- (g) Briefly describe the research design.
- (h) Describe the data that were collected.
- (i) How were the data analyzed, i.e., what was the statistical treatment? (analysis)
- (j) Findings
- (k) Conclusions
- (l) Evaluation: Your overall evaluation of the study using such criteria as significance of the problem, clarity of the problem, validity of the hypothesis, relationship between the problem/hypothesis and the research design and the conclusions, relationship between the defined population and the conclusions, and any other criteria you may select. You need not address each criteria cited above; instead, these are only examples.

Critiques due: November 8, 1984

- (4) One more critique will be conducted as a team project. This will be explained in class. Team critiques will be on Sept. 27, 1984.
- (5) There will be two examinations:

Mid-Trimester examination on Oct. 18, 1984.
Final examination on Dec. 6, 1984

Evaluation
Mechanisms:

The grade for this course will depend on the quality of work performed. A weighted mean will be used to determine the grade. The weights will be as follows:

Annotated bibliography	25%	of the final grade
Research critiques	20%	of the final grade
Mid-Trimester exam	25%	of the final grade
Examination (final)	35%	of the final grade

Regular attendance is expected.

Bibliography: See bibliography that is distributed in a separate document.

Note: Visit to GSU library will be on Sept. 13, 1984.